DOCUMENT RESUME

ED 033 074 SP 003 110

Welcome to Teaching! Project on the Induction of Beginning Teachers.
National Association of Secondary School Principals, Washington, D.C.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Association of Secondary School Principals, Washington, D.C.
Pub Date 69
Note-16p.
Available from-Project on the Induction of Beginning Teachers, National Association of Secondary School Principals, 1201 16th St., N.W., Washington, D.C. (4/$1.00)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors-*Beginning Teachers, *Teaching

This booklet, reflecting the advice of those who have worked with the Project on the Induction of Beginning Teachers, contains lists of specific suggestions to aid teachers during their first year. There are five sections: (1) Summer, A Time for Preparing; (2) Orientation: Organize, Organize, Organize; (3) The First Semester: Mutual Adjustment; (4) Second Semester: Analysis and Growth; (5) A Word About Discipline. (SP 003 109 and SP 003 111 are related documents. A 150-frame, 25-minute filmstrip, "Thank God It's Friday," and accompanying record also available from the Association for $12.00. Three documents plus filmstrip and record, $13.50.) (JS)

ED033074

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

WELCOME TO TEACHING!

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

SP003110

Our hope
is
in
these
new teachers
for,
in
the
long run,
our
success
depends
on theirs . . .

The suggestions presented here were developed and reviewed by participants in the NASSP Project on the Induction of Beginning Teachers, a program supported by the participating school districts, the National Association of Secondary School Principals and the Carnegie Corporation of New York.

DOUGLAS W. HUNT, Project Director

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

PROJECT ON THE
INDUCTION OF BEGINNING TEACHERS
COPYRIGHT 1969 by
NATIONAL ASSOCIATION
OF SECONDARY SCHOOL PRINCIPALS
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Congratulations on becoming a teacher!

The school system has demonstrated great confidence in you by virtue of your appointment as a member of the teaching staff, and you have accepted an awesome responsibility for the development and welfare of students with whom you are to work. Many skilled professionals and the full resources of the school system are available to assist. However, your ultimate success is largely up to you.

It is only natural for most beginning teachers to have doubts as they consider the challenges ahead. Some uncertainty is to be expected in any situation. It is therefore essential that you become familiar as rapidly as possible with your new assignment and the basic materials with which you are expected to work.

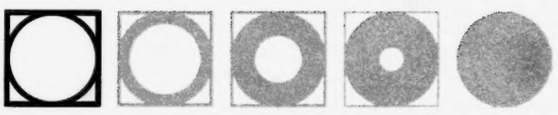
How do you start? What do you do? Everyone will proceed differently, as each teaching style is unique. Undoubtedly some of the following suggestions will seem more appropriate than others. All of them do, however, reflect the advice of hundreds of beginning teachers with whom we have worked closely in the Project on the Induction of Beginning Teachers.

summer

Learn all you can of the community, your students, and the material you are to teach. Many excellent teachers find that the summer prior to teaching new material is a wonderful time to take the course themselves—to go through the texts and supporting material just as they plan to have their students do during the year. Whatever your method, there is no substitute for complete familiarity with the materials you are to use.

One word of caution, however: don't overprepare. This may seem like a contradiction, but there is a difference. Becoming familiar with your assignment, making rough lesson plans, establishing general goals, thinking about a variety of methods and approaches—all these are valuable. For most beginning teachers, however, this does not mean working out daily lesson plans for the semester or year. Most teachers have plans, but these grow out of working with their students and change as the situation in the classroom changes. Until you get to know your students, long range, detailed plans will be difficult to make or follow.

You will want to gain the respect and later the friendship of your students. This comes when they feel you know your subject, are familiar with how to teach it, are



prepared, and are fair. The more you are able to analyze the situation, prepare yourself and your material, the more effective you will be.

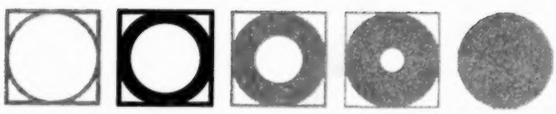
SUMMER: A time for preparing

- Find out all you can about your assignment: the grade levels and size of your classes, texts, curriculum guide, optional materials available to you, other requirements.
- Ask to meet the department head and guidance counselors; discuss department policies, your courses, the school philosophy.
- Make rough lesson plans: think about general goals, methods, approaches, materials.

orientation

This is the time to get answers to the hundreds of questions that you will certainly have; don't be afraid to ask. Getting ready before the opening of school will pay big dividends, for you will undoubtedly be too busy when the students arrive, and they will demand your full attention and energy.

Once you know exactly what you have to work with and what will be expected of you, it might be well to plan a definite program for the first few days of classes. The keynote here is to be definite, organized, and above all flexible. You will receive some directions on what to do the first few days. There will be administrative procedures that will take your time as



well as that of your students. Nevertheless, be prepared; have activities in reserve. Even in the best organized schools, plans change and materials are not available—be ready to fill the gaps.

ORIENTATION: Organize, organize, organize

- Become thoroughly familiar with the building, locating the special facilities (guidance, nursing, library, etc.).
- Learn the normal (and special) schedules.
- Practice filling out the various administrative forms.
- Learn the attendance procedure.
- Set up your room.
- Obtain necessary supplies.
- Review opening day procedures.
- Have detailed lesson plans and activities ready for the first few days; plan more than you think you'll need.
- Write down procedures to be followed in class; don't rely on your memory.

the first semester

The byword in most schools during the first week is "flexibility." Be ready for anything—for the bell system to fail or, perhaps even worse, for bells to ring at most unpredictable times. Schedules may be changed, class enrollments may seem uneven, students will be shifted. Just be ready, expect the unexpected, and know whom you can call on for assistance. If you are in doubt about procedures, write them all down. It's much easier to refer to such a list than panic because you've forgotten to do something.

The impression that you make on the first day is important. Adolescents are not self-controlled adults, so don't be afraid to be firm and assume control. New teachers are often told, "Don't smile until Christmas," or "Be tough and let up later." This advice is a bit harsh, but many beginning teachers in their honest and natural desire to be accepted and liked are often too lenient and lose a degree of control that is difficult, if not impossible, to regain. There is a difference between being liked and being respected. Once the students respect your ability, knowledge, and organization,

they will soon grow to accept and like you. Then, and not until then, is it time to become more friendly. This will be long before Christmas!

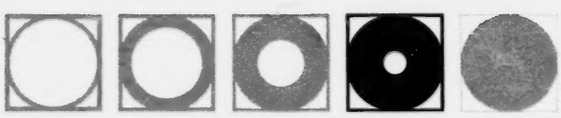
FIRST SEMESTER: Mutual adjustment

- Arrive early on the first day of school; review your plans.
- Take charge of your classes from the first moment; the students will test you to see how firm you are and it's better in the beginning to be too strict than too lenient. Forget that you want the students to like you.
- Make seating charts and learn names quickly.
- Find out about your students—distribute a questionnaire to learn more about backgrounds, interests, goals, etc.
- Have a specific plan for each day; plan too much rather than too little. If you don't finish you can always continue the next day and you'll be spared the unnerving experience of having 15 minutes of class left and nothing to do.
- Plan ahead. Often you'll want to change these plans, but have materials ready every time you enter a classroom.
- Avoid the common mistake of assigning all classes written work that will be due on the same day. Just as you will expect student work to be on time, students deserve prompt reaction from you in the form of thoroughly graded papers. This is impossible unless you space assignments carefully.
- Let students know what's expected of them. Distribute a course outline, including general assignments, and make clear what standards of behavior you plan to enforce (but first make sure they're enforceable).
- Be sure you understand the school's grading and reporting practices from the outset.

the second semester

Among the most difficult of all tasks is to evaluate honestly one's own performance. By the second semester every new teacher should be in a position to take a long, hard look at his strengths and weaknesses. You may now be able to adjust your long term plans to take advantage of your strengths, while some of your time should be devoted to identifying and analyzing your weaknesses. Your ability to do this will relate to your ultimate effectiveness.

The resourceful beginner will consider his classroom a private learning laboratory in which he can test theories and techniques. Which ones to consider and how to proceed are up to the individual—few schools require this learning, and new teachers are often afraid to avail themselves of opportunities to learn and develop their abilities. To do so they must first admit to themselves and others their weaknesses. But in the long run the teacher who is able to evaluate himself, capi-



talize on his strong points, improve in areas of weakness, and establish a pattern of self-development and growth will be the effective teacher.

SECOND SEMESTER: Analysis and Growth

- Analyze teaching techniques in terms of planning, presentation, and student accomplishment.
- Develop new teaching techniques and materials.
- Review initial plans in view of accomplishments and revise plans for next year.
- Study students and community.

a word about discipline

Sooner or later all teachers have "discipline problems." Knowing what to do and how to react comes with experience, but until you have gained that experience it is usually better to act quickly and positively within the bounds established by the school. Thus it is important to know what the general policies are relating to behavior and appropriate disciplinary action.

Students sometimes "test" or "try" a new teacher just to learn what they can get away with. Most real discipline problems, however, are symptomatic of a larger difficulty. While any disruptive behavior demands immediate action, it is also important to try to understand the underlying problem. It may relate to the student, a particular lesson, or most likely a combination of factors that may seem remote to you, the teacher. (A few of the common teacher-related causes of discipline problems are laxness, dull and repetitious lessons, and confusion on the part of students who do not understand your wishes.) Highly motivated students are generally less inclined to show discipline problems.

You should not, however, jump to the conclusion that all discipline problems are a reflection upon your teaching. Rather, consider them to be warnings that a problem exists somewhere. As you gain experience it will be possible to sense uneasiness or unrest on the part of the students and identify conditions which lead to discipline problems. Until you acquire these skills, seek the advice and assistance of experienced teachers or the guidance counselors.

a final word

When you completed your teacher training and received your degree you were probably confident that you knew a good deal about teaching, and you did. After a year of experience you will undoubtedly be aware of how much there still is to learn. You will know that there is no pat answer, perfect solution, or one best method when teaching. You will undoubtedly make many mistakes during your first year—and you will make many more as long as you remain in the classroom working with individuals. What is important is that you are always able to learn from the errors and that you will continue to learn. No one will ever expect you to be perfect but people do expect you to try, to learn, and above all to be sincere.

You will encounter all types of teaching and teachers during your first year. Some of your fellow teachers, regardless of age or number of years of service, are in reality still "first-year teachers" while others with similar backgrounds are excellent teachers, truly skilled professionals continuing to learn every day as they work with their students.

How will you be judged? It's up to you.

Other materials developed by the Project on the Induction of Beginning Teachers include:

Thank God It's Friday—a 25-minute sound filmstrip which follows a beginning teacher through her experiences during the first year of teaching. It illustrates many of the common mistakes and misconceptions of beginning teachers.

Guidelines for Principals outlines a flexible program for the induction of new teachers, aimed at eliminating many of the problems and stresses of the first year.

Guidelines for Cooperating Teachers is a manual for the experienced teacher who will work with a group of beginners. It is a "how to do it" booklet containing a variety of suggested approaches, activities, and discussion topics.

For information, write
Project on the Induction
of Beginning Teachers,
NASSP, 1201 Sixteenth Street, N.W.,
Washington, D. C. 20036